DOCUMENT RESUME

ED 100 807 SP 008 710

AUTHOR Caruso, Joseph J.
TITLE Parity in Designing, Conducting, and Evaluating Teacher Education Programs: A Conceptual Definition.
NOTE 15p.

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Consortia; Content Analysis; *Decision Making; Definitions; Evaluation Methods; Governance; Measurement Instruments; Models; *Program Evaluation; Program Planning; *Questionnaires; Teacher Education
IDENTIFIERS *Parity; Parity Profile Questionnaire

ABSTRACT

Individuals, agencies, and institutions involved in the education and employment of teachers conceptually defined parity relevant to the decision-making process in planning, conducting, and evaluating teacher education programs and translated the conceptual definition into an instrument for describing parity in consortium-centered teacher education programs. Three basic research methods were used--content analysis, content validation, and field testing. Variables comprising the resultant model were translated into the Parity Profile questionnaire, a 146-item instrument designed to yield a descriptive profile of parity among those collaborating to design, conduct, and evaluate a teacher education program. Basic findings showed that: (a) the Parity Profile questionnaire does yield consortia policy-board descriptions of parity based on the 23 variables of the conceptual definition; (b) the questionnaire reveals widely different descriptions of parity among some consortia and more similar parity profiles among others; (c) subgroups reveal very different descriptions of parity within some consortia; (d) some subgroups reveal fairly similar parity profiles in other consortia; (e) no consistent patterns are apparent of one subgroup consistently yielding higher or lower profiles than those of another subgroup or the whole group. Proposed uses of the questionnaire were as a disgnostic instrument, an evaluative tool, and a pre- and posttest assessment device. (JCW)

BEST COPY AVAILABLE

ED100807

Title: Parity In Designing, Conducting, And Evaluating Teacher Education Programs: A Conceptual Definition

Author: Joseph J. Caruso

Institution: Wheelock College

Joseph J. Caruso
Assistant Prof. of Educ.
Wheelock College
45 Pilgrim Road
Boston, MA 02215

The purpose of this study was twofold: (1) to develop a conceptual definition of parity as relevant to the decision-making processes in planning, conducting, and evaluating teacher education programs by the collaboration of those individuals, agencies, and institutions involved in the education and employment of teachers, and (2) to translate the conceptual definition into an instrument for describing parity in consortium-centered teacher education programs.

The study employed three basic research methods: content analysis, content validation, and field testing. Selected literature in (a) organizational theory, (b) political theory, (c) cooperation in teacher education, (d) the governance of teacher education, and (e) the etymology of the term parity was inspected for content which dealt with: properties of organizations (especially democratic ones) which might be applied to the parity concept; the meaning and use of power as it might be applied to parity; proposals and rationals for collaboration and partnership in the education of teachers; legal and quasi-legal documents, enactments and proposals of governance prepared by interested professionals, groups, agencies, and associations; descriptions of cooperative programs; and historical and current literature dealing specifically with parity.

As a result of repeated analyses of this literature, a set of variables of parity was abstracted and defined. Refinement of the variables continued until those categories believed to be central to a conceptual definition of parity were attained.

The variables and their definitions were then submitted to a panel of judges which included a representative of: a state legal authority in program approval and certification, a professional practices and standards board, the Association of Teacher Educators, the National Education Association, a teacher training institution of higher education, the Student National Education Association, a community board of education, a policy-board of a teacher center, and others who are nationally recognized leaders of groups which have a vital interest in the governance of teacher education.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP012 710

Joseph J. Caruso
Wheelock College
Boston, MA 02215

BEST COPY AVAILABLE

The panel of judges was asked to respond to the essentiality of the variables of parity within the context of teacher education consortium decision-making. An analysis of the replies from the questionnaire sent to the judges resulted in a substantial reduction of the number of variables. The remaining variables were further modified and refined, and then classified into three panels: ethos, organization, and power structure. Those variables which comprise the Ethos Panel contribute to the prevalent tone of a consortium as it supports parity. The Organization Panel encompasses a set of synergetic variables which integrate the organizational aspects of a consortium, and by doing so, contribute to the presence of parity. The Power Structure Panel is composed of a set of variables which describe the distribution of power within a teacher education consortium's policy-making body. The three panels of variables formulate a matrix in a conceptualization of parity.

This conceptualization resulted in a model which serves as a device for increasing one's understanding of parity in consortium decision-making. The variables comprising the model were then translated into an instrument, the Parity Profile Questionnaire.

The Parity Profile Questionnaire consists of 146 statements designed to yield a descriptive profile of parity among those individuals, agencies, and institutions collaborating to design, conduct, and evaluate a teacher education program. The respondent to the Questionnaire expresses his answers (understandings, feelings, beliefs) regarding various parity characteristics of the consortium to which he belongs by indicating to what degree he regards each statement as reflecting something that is true about his group. The 146 statements are designed to yield scores on the 23 variables which were identified and defined in the developed conceptualization of parity.

The instrument was pilot tested (1) to review the format and clarity of the items, and (2) to examine the items in terms of the definitions of the variables to establish a face validation. The instrument was then field tested by administration to policy-board members of eleven teacher education consortia. These members were students, faculty, and administrators representing institutions of higher education; teachers, professional association delegates, and administrators representing school systems; parents and school board members, representing communities; and others, which included representatives of state education departments, regional curriculum centers, and learned societies.

Joseph J. Caruso
Wheelock College
Boston, MA 02215

BEST COPY AVAILABLE

Nine of the eleven consortia described in the study are located in New York State; seven of these are State Trial Projects. One consortium is situated in Florida, another in the State of Washington. While nine of the groups are working toward the development of competency-based education programs, two are already operating competency-based education programs and have graduated small numbers of students. The eleven consortia have been in operation from as short a period as 6 months to as long as 4 years. The number of policy-board members in each consortium ranged from 3 to 23; the number of board members responding to the Parity Profile Questionnaire ranged from 1 to 17.

An investigation was made of the internal consistency of the items in each of the parity variables. The investigation utilized all of the 85 respondents in the 11 groups participating in the study. The means, standard deviations, and reliabilities of the parity variables' total scores are presented. The data from the Questionnaire is reported in means of rounded average scores on a standard scale from 1 to 5. The means for each of the 23 variables reveal line-graph profiles of parity for each consortium, and for the various sub-groups (colleges, professional associations, school administration, communities) within a consortium.

The basic findings show: (1) that the Parity Profile Questionnaire does yield consortia policy-board descriptions of parity based on the twenty-three variables of the conceptual definition; (2) that the Parity Profile Questionnaire reveals widely different descriptions of parity among some consortia and more similar parity profiles among others; (3) that within some consortia, sub-groups reveal very different descriptions of parity; (4) that within other consortia, some sub-groups reveal fairly similar parity profiles; (5) that in comparing sub-group parity profiles to whole group profiles, there are no consistent patterns of one particular sub-group consistently yielding a higher or lower profile than the whole group; and (6) that in comparing sub-groups with each other, there are no patterns of one particular sub-group consistently yielding a higher or lower parity profile than another.

The results do raise a number of interesting hypotheses, speculations, and implications with respect to questions such as why some consortia score higher than others, why certain sub-groups within a consortium describe higher or lower parity than other sub-groups, and why most groups score low (and/or reveal differences) on certain variables.

Joseph J. Caruso
Wheelock College
Boston, MA 02215

BEST COPY AVAILABLE

The Parity Profile Questionnaire might be used in a number of ways. First, as it reveals a descriptive profile, it becomes a diagnostic instrument which presents a picture to consortium members of their present "state of parity;" thus, it can serve as a basis for prescription and action. Second, the Questionnaire might be used as an evaluative tool for determining the extent to which state mandates for collaboration based on parity are being met. Third, the Parity Profile Questionnaire might be used in experimental studies as a pre and post-test assessment device.

A desire for broader based decision-making in the governance of teacher education has precipitated the establishment of professional practices and standards commissions in numerous states, which have mandated through their process standards for program approval and certification, that new teacher education programs be planned, conducted, and monitored by representatives of colleges, professional associations, school districts, community and students. This development, as well as other pressures for reform of the governance structure of teacher education has led to the formation of teacher education consortia based on the parity principle. This trend toward consortia, coupled with the ambiguities associated with the meaning of parity, makes a study which clarifies the term and illustrates its meaning an important and useful one.

PANEL ONE: ETHOS

BEST COPY AVAILABLE

Mutual Trust	the confidence, faith and reliance consortium members have in each other
Mutual Respect	the attention, concern, and consideration members possess towards each other as human beings who have unique qualities, competencies, and expertise
Feeling of Equality	members' perception or feeling of themselves as being on "an equal footing" with other members
Values Parity	the worth and importance that consortium members place on the parity notion
Openness	the prevailing atmosphere as it encourages members to genuinely express their views, feelings, concerns, and ideas which may be conflicting with other members in a listening, understanding, receptive climate
Commitment to Change	the determination of a group to change the structure and strategy of the governing system, as well as program content and design of teacher education
Potency	the significance and meaning a consortium has for its members
Interdependence	(1) individual and institutional autonomy within a consortium, (2) the mutual dependence each individual and agency has on each other, and (3) the establishment by a consortium of its own identity

PANEL TWO: ORGANIZATION

BEST COPY AVAILABLE

Shared Goals	consortium members' perception of the presence of common superordinate goals
Shared Leadership	consortium members' assumption of the responsibilities of the functions of leadership
Shared Communication	(1) the adequacy of information flow through a communication linkage network, (2) the comprehension of what is being said or written by consortium members, and (3) the amount of interaction and communication among members
Collaborative Strategy	the adoption by the organization of a strategy which encourages members to work together, to cooperate with each other to achieve their common goals
Clarity of Role	members' comprehension, recognition, and perception of the behavioral expectations that other group members have for their office
Shared Responsibility	the responsibility felt by each member of a consortium's policy-board for achieving its goals
Needs/Rewards	the satisfying of individual and group needs by a consortium through compensation and positive reinforcement

PANEL THREE: POWER STRUCTURE

Resource Utilization	a consortium's identification and use of its resources to benefit members and to achieve organization goals
Reciprocity	(1) the presence of a group expectation which requires members to help each other, (2) the exchange and trade of resources among individuals, agencies, and institutions within a consortium to benefit each other and achieve organization goals
Influences Decisions	(1) the belief by consortium board members that they influence decisions (change or modify the attitudes and/or behavior of other members or of the organization itself so as to affect decisions) in various phases of program development, (2) the belief by consortium representatives that other board representatives influence decisions in various phases of program development
Appeals and Reviews Decisions	the belief by consortium representatives that they can re-examine, question, or modify decisions which have been made by the policy-board
Equal Representation	the presence of a guarantee of equal numerical representation from each category of membership on a consortium's policy-making board by its constitution
Equal Suffrage	a constitutional guarantee of equal voting rights among elected representatives who comprise a consortium's policy-making body
Authorization	the belief by consortium representatives that they have authority (rightful vested power) to act for the groups they represent on a policy-making board
Accountability	a feeling of obligation by consortium board representatives to give account to their clients

BEST COPY AVAILABLE

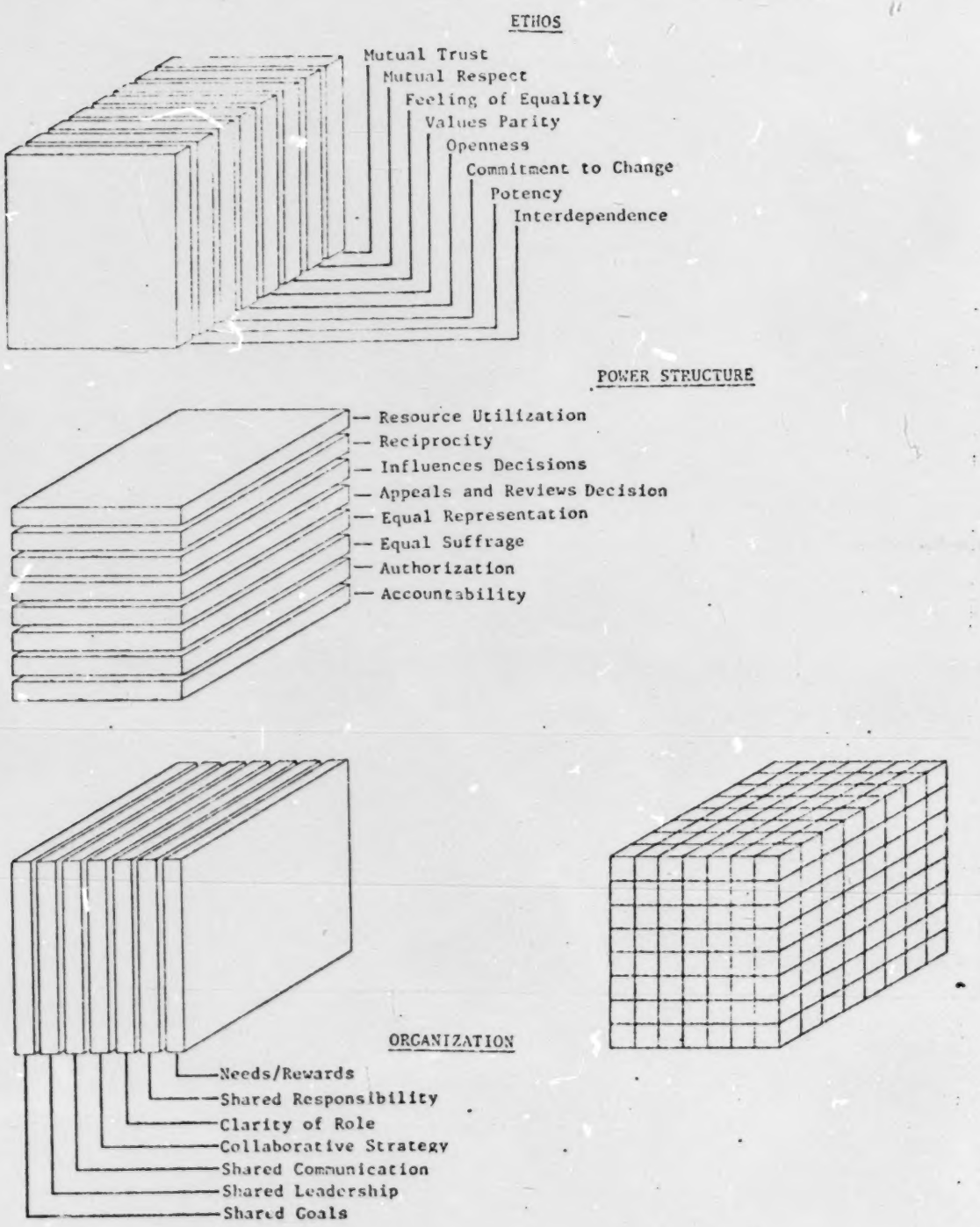


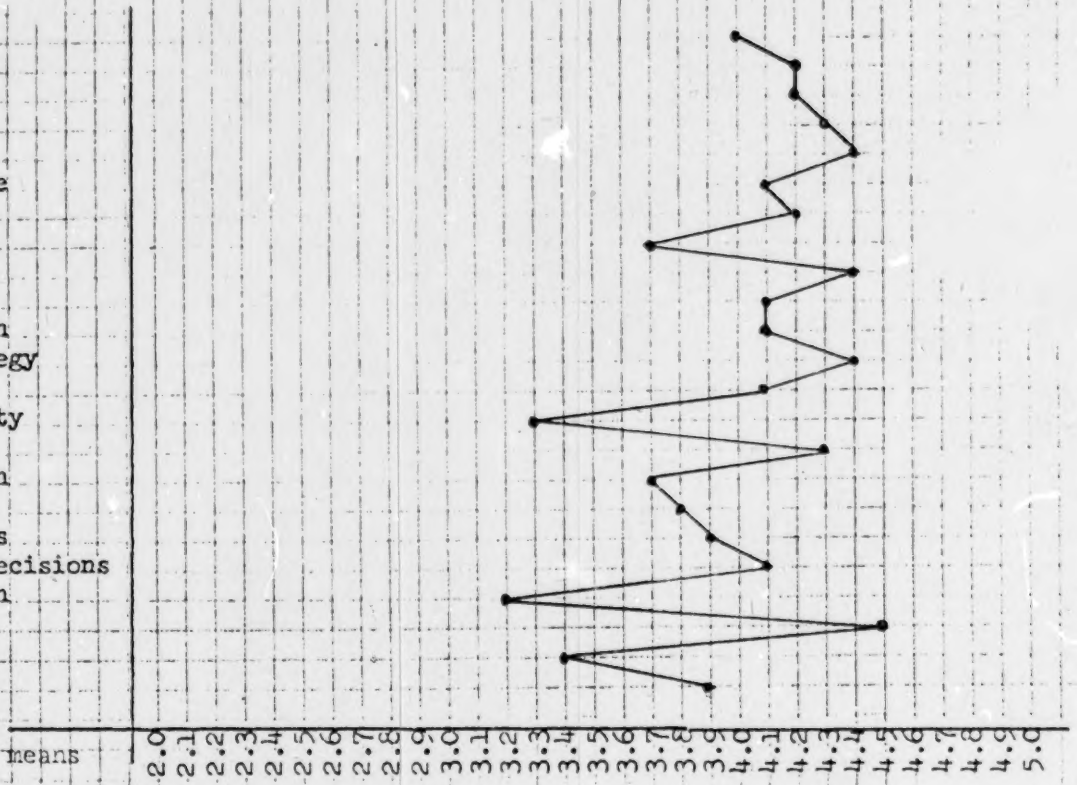
Fig. 4. A Model depicting three sets of variables as they form a matrix in a conceptualization of parity in a teacher education consortium

BEST COPY AVAILABLE

Consortium 1

Parity Variables

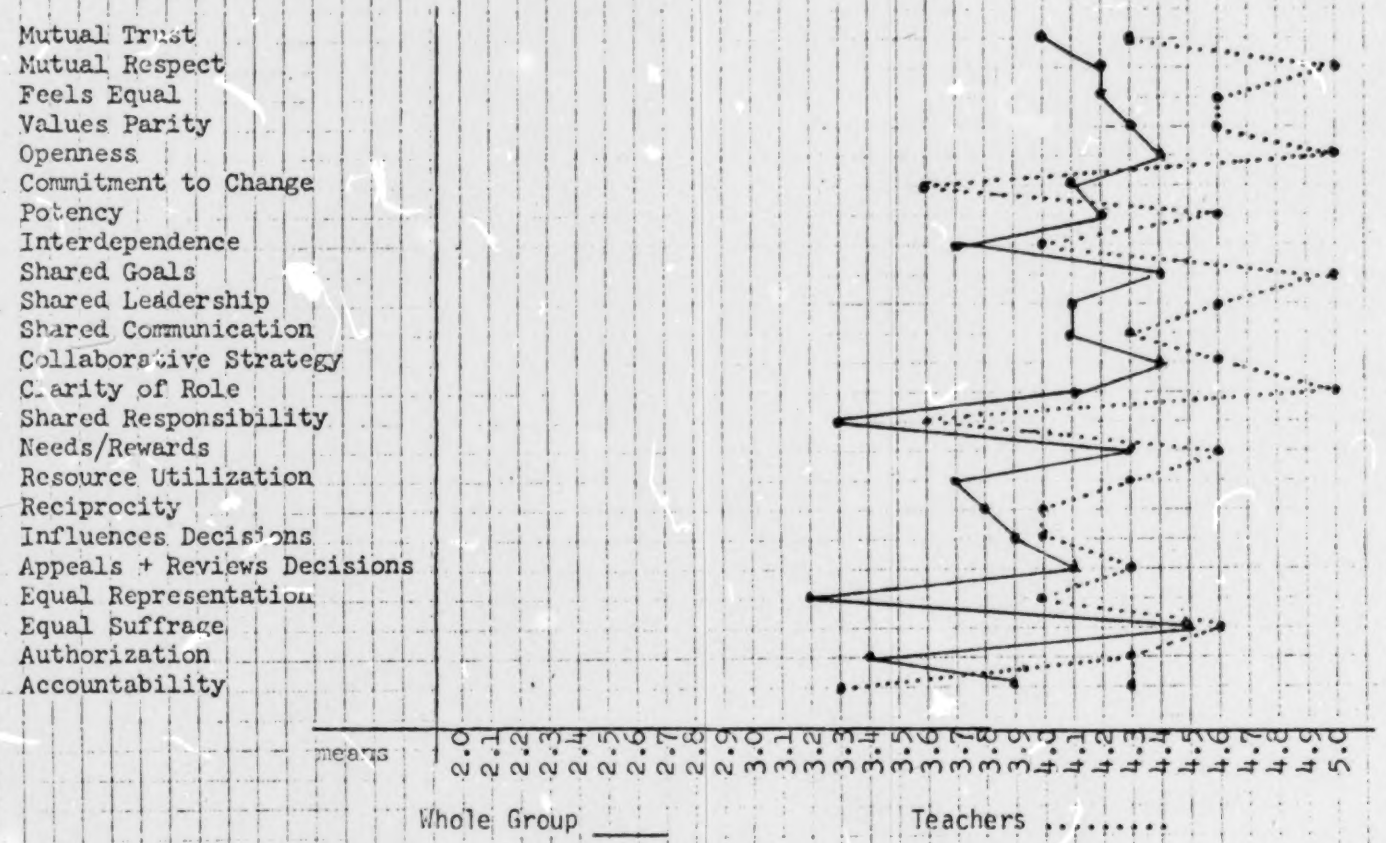
- Mutual Trust
- Mutual Respect
- Feels Equal
- Values Parity
- Openness
- Commitment to Change
- Potency
- Interdependence
- Shared Goals
- Shared Leadership
- Shared Communication
- Collaborative Strategy
- Clarity of Role
- Shared Responsibility
- Needs/Rewards
- Resource Utilization
- Reciprocity
- Influences Decisions
- Appeals + Reviews Decisions
- Equal Representation
- Equal Suffrage
- Authorization
- Accountability



BEST COPY AVAILABLE

Consortium 1

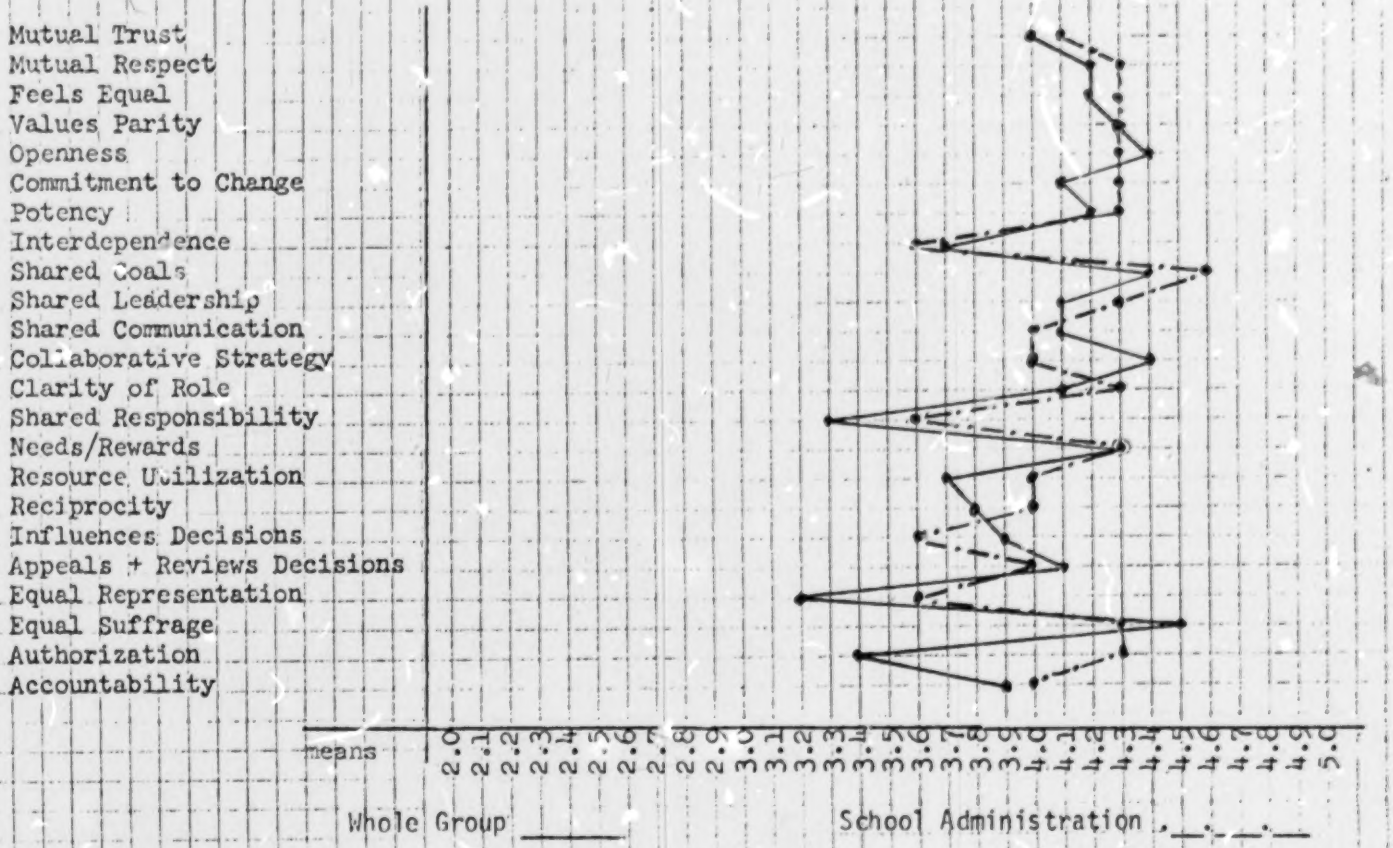
Parity Variables



BEST COPY AVAILABLE

Consortium 1

Parity Variables

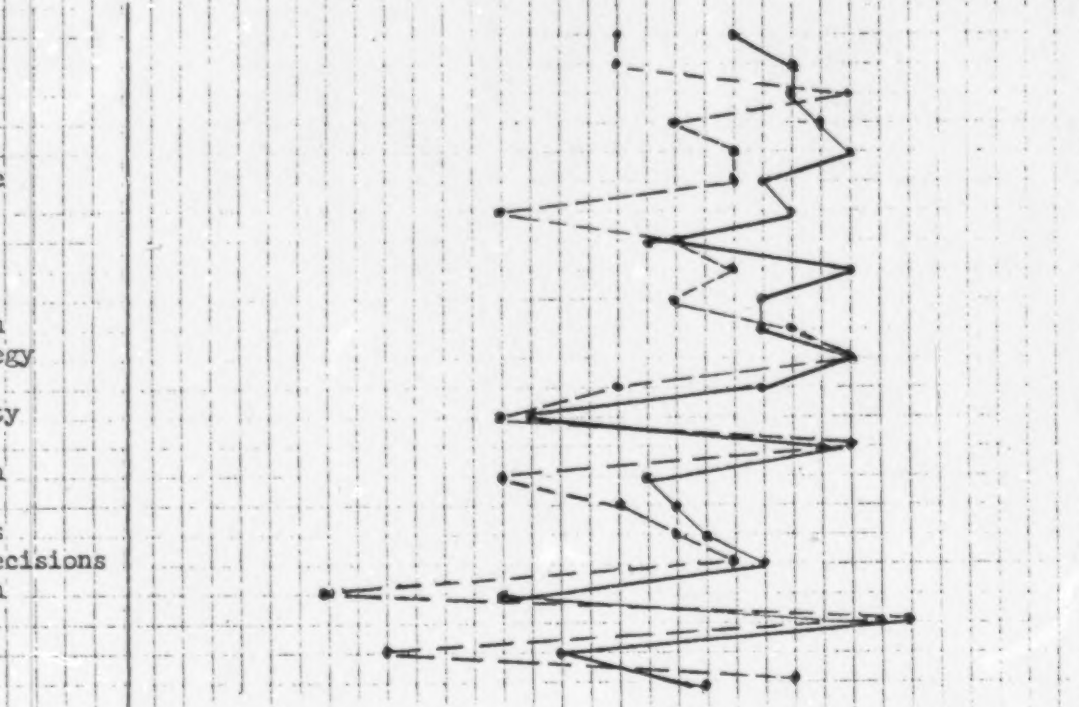


BEST COPY AVAILABLE

Consortium 1

Parity Variables

Mutual Trust
Mutual Respect
Feels Equal
Values Parity
Openness
Commitment to Change
Potency
Interdependence
Shared Goals
Shared Leadership
Shared Communication
Collaborative Strategy
Clarity of Role
Shared Responsibility
Needs/Rewards
Resource Utilization
Reciprocity
Influences Decisions
Appeals + Reviews Decisions
Equal Representation
Equal Suffrage
Authorization
Accountability



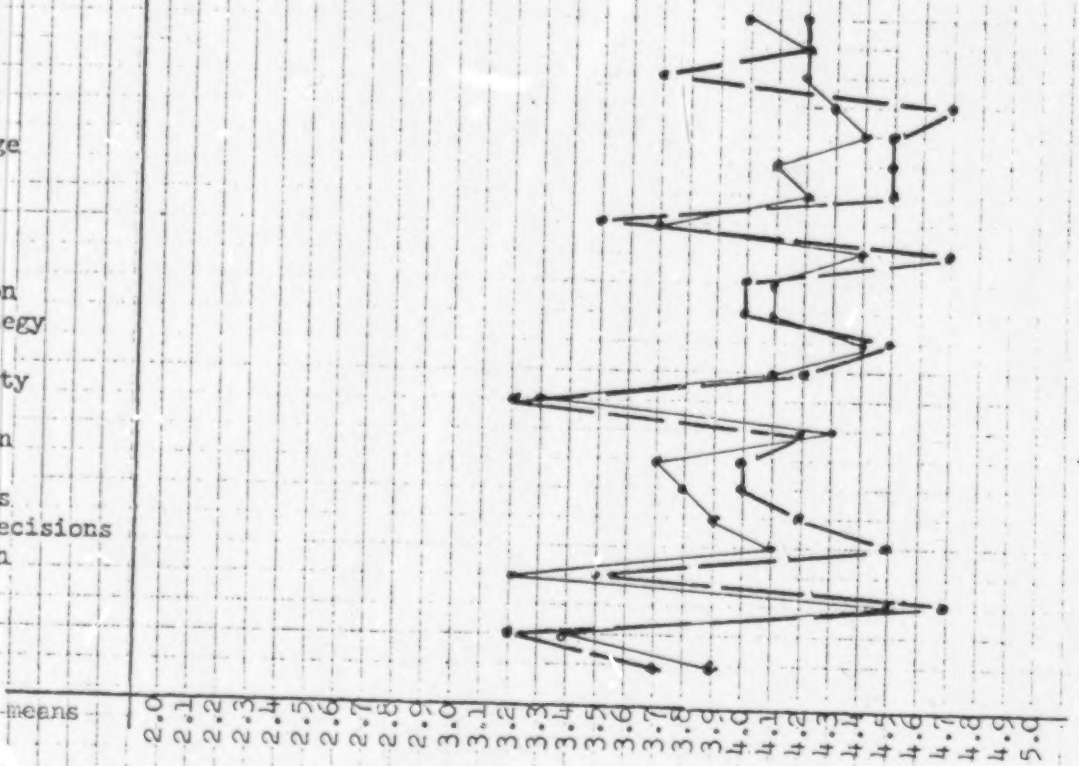
Whole Group _____ Higher Education -------

BEST COPY AVAILABLE

Consortium 1

Parity Variables

Mutual Trust
Mutual Respect
Feels Equal
Values Parity
Openness
Commitment to Change
Potency
Interdependence
Shared Goals
Shared Leadership
Shared Communication
Collaborative Strategy
Clarity of Role
Shared Responsibility
Needs/Rewards
Resource Utilization
Reciprocity
Influences Decisions
Appeals + Reviews Decisions
Equal Representation
Equal Suffrage
Authorization
Accountability



Whole Group _____ Community _ _ _ _ _

BEST COPY AVAILABLE

Consortium 1

Parity Variables

Mutual Trust
Mutual Respect
Feels Equal
Values Parity
Openness
Commitment to Change
Potency
Interdependence
Shared Goals
Shared Leadership
Shared Communication
Collaborative Strategy
Clarity of Role
Shared Responsibility
Needs/Rewards
Resource Utilization
Reciprocity
Influences Decisions
Appeals + Reviews Decisions
Equal Representation
Equal Suffrage
Authorization
Accountability